

Coördinated Undergraduate Education (CUE) at Hunter College 2008-2009 Proposal

Overview

Since its inception, **CUE** has contributed to the success of Hunter's undergraduates by funding a variety of academic and co-curricular initiatives, which are discrete yet complementary, diverse yet integrated. Together, the initiatives endeavor to promote and enhance the Hunter experience for undergraduates. Individually and as a continuum, the current and new **CUE** initiatives aspire to achieve the college's and the university's "goals and targets" through effective communication; coördinated teaching, learning, and academic support services; faculty development and pedagogical innovation; and intentional assessments. Many 2007-2008 initiatives yielded fine outcomes that have moved the college—and its students—closer to the desired "goals and targets." The **CUE** initiatives have inspired corresponding programs, such as the Presidential Initiatives to Increase Student Engagement, or have advanced the mission of other significant endeavors, such as the **Mellon Project**. A summary of those initiatives for which Hunter is seeking continued and new support in 2008-2009 follows.

"Changing the Culture: Communicating Expectations of Success"

Hunter is "changing the culture" by "communicating expectations of success" clearly and consistently, beginning with its enhanced freshman and transfer orientation programs, first-year seminar, block programming, and convocation, which was introduced in fall 2007. Despite positive evaluations, the college's retention and graduation rates remain fairly static, and the 2007 NSSE results and internal assessments suggest that more needs to be done to enhance the Hunter experience for all undergraduates. In response, the college is revising many first-year initiatives for freshmen and transfers; increasing activities that target sophomores, juniors, and seniors; and committing resources to the goal of "30 credits per academic year" for all students.

"Coördinating Services for Students: Scheduling, Advising, Navigating Degree Requirements"

Block programming for freshmen, linked courses (learning communities) within "blocks," intentional advising, and academically motivated interventions for specific student cohorts will continue to increase contact with undergraduates at critical junctures. The **Mellon Project** is driving the evaluation not only of general education but also services and support structures, including those policies and procedures associated with the Hunter experience for undergraduates.

"Teaching and Learning: Faculty Development, Pedagogical Innovation, and Academic Support"

In 2007-2008, Hunter benefitted from the intersection of **CUE** and **Mellon Project** objectives: the former encouraged collaboration and innovation among all campus constituencies for the purpose of improving undergraduate education, and the latter promoted a campus-wide investigation into general education at the college. The effects of this association have been positive. **CUE** and **Mellon Project** interests in WAC, WID, MAC, and learning communities are influencing advances in numerous academic departments. For example, the scheduled change in the math competency score for entering spring 2009 students has prompted Hunter to pilot a combined pre-MATH 101 workshop/MATH 101 course as part of the 2008 Summer Advantage Program. Other studies and pilots include the introduction of two versions of a "Hunter Seminar" (spring 2009 pilot); launch of linked courses within Hunter's traditional block program for freshmen; development of a hybrid (class/online) version of BIOL 122 (spring 2009 pilot); recitation and tutoring support in several gateway courses; initiation of a new ESL sequence; identification of equivalencies and exemptions, when appropriate, for general education foundation courses, e.g., English courses (ENG 120, ENG 220).

"Assessment"

Hunter has embraced the "**Campaign for Success**" indicators and is implementing focused initiatives in response to its national and institutional survey results and related data sources. Principal assessment plans for the coming academic year include an intentional focus on specific student cohorts, periodic reviews of Hunter's "vital signs," and promotion of assessment among all academic and administrative offices. To exploit the potential of its 2008-2009 CUE initiatives, the Office of the Provost will demand greater coordination among projects and quarterly assessments of all funded initiatives. This dissemination of information and the collection of periodic status reports will promote progress and accountability.

CUE Priorities

General Education Reform

Hunter's 2008-2009 **CUE** activities are focused on the coordination and integration of programs; and the direction of resources within general education, including an ambitious, multi-faceted first-year program, and a cross-curricular, cross-campus initiative to support second-year and entering transfer students. Data guiding these plans are retention rates and the thorough and careful research of general education review through the **Mellon Project**. The 2008-2009 **CUE** initiatives represent the first stages of implementing recommendations that have emerged through prior **CUE** endeavors and the **Mellon Project**, which studied large bodies of data, including curricular analyses, student course-taking patterns, student success indicators, NSSE and CIRP results, the Student Experience Survey, the regular and periodic reports of Hunter's Office of Institutional Research, initial results of Hunter's Middle States self-study, and an extensive review of the national literature. (To view the committee's preliminary report, *How We Care for the Curriculum at Hunter College*, visit www.hunter.cuny.edu/mellonproject/.)

Participation by full-time faculty in teaching and curriculum development for general education is the paramount goal of Hunter's **Mellon Project**. A sustained effort by the Mellon Committee has successfully engaged the faculty in a discussion of general education at Hunter, an analysis and reformulation its goals, and the development of administrative and care-taking structures to facilitate and support *continuous development and innovation* in this vital area of the curriculum.

► See "**New Initiatives: Hunter Seminars.**" (Academic Affairs, Mellon Project)

► See "**New Initiatives: Linked Courses.**" (Academic Affairs)

► See "**New Initiatives: Hybrid Anatomy and Physiology Course.**" (Academic Affairs)

► **English and ESL** (Arts & Sciences)

The focus is the two primary gatekeeper courses, English 120 (Composition) and English 220 (Introduction to Literature). Faculty development in these large, multiple section courses is extensive, and common learning goals and assessment are being addressed. The School of Arts and Sciences, in response to the **Mellon Project's** preliminary report, plans to re-envision English 120 (placement testing, smaller sections, potential equivalencies and exemptions), to broaden the types of courses that satisfy the second writing requirement, to improve department advising and assessment, and to increase faculty and curricular development.

Hunter's Reading and Writing Center offers tutoring and workshop support to the English Department's **ESL** courses (non-credit). In May 2008, the ESL Task Force issued its report, outlining suggested changes in the ESL sequence and its relation to the credit-bearing English sequence. These improvements will be implemented in 2008-2009.

► **Mathematics Across the Curriculum** (MAC) (Academic Affairs, A&S)

CUE funding in 2007-2008 supported a major assessment effort in Psychology 248 Statistical Methods in Psychological Research. In addition to functioning as a critical gatekeeper course to the major, this course is serving as a critical part of the college's effort to establish quantitative literacy across the curriculum. Similar activities are in progress in economics (recitations), and more departments will integrate mathematics into lower- and upper-division courses, under the direction of the provost and the dean of A&S.

Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID)

► **Writing Across the Curriculum / Writing in the Disciplines** (Academic Affairs, Mellon, A&S)

Both WAC and WID have a cross-curricular orientation and incorporate significant writing opportunities, and more than twenty academic departments offered significant writing courses in fall 2007. To complement the energetic collaborations among Arts and Sciences, the Reading and Writing Center, the CUNY Writing Fellows, the Hunter Library, and ICIT, the **Mellon Project** has entailed extensive analysis of writing, and that work shall continue in 2008-2009. In particular, the Mellon Project seeks to identify appropriate entry-level writing experiences that meet student needs and interests, and to create a program that allows students to incrementally develop skills. Throughout summer 2008, a faculty taskforce will explore a variety of approaches to what we are calling a "Hunter Seminar." The forms considered include a seminar classically tailored for first-year students; a cross-curricular, campus-wide theme to unite upper level courses for entering transfers and students with 15-45 credits; and capstone seminars, including some in the major (where appropriate and possible) and some that are interdisciplinary (for smaller and larger departments). Each of these formats will include significant writing; integrated technology, including student presentations; and significant student engagement. The Hunter 2008-2009 **CUE** proposal requests funding to seed the first and second levels of this three-tiered approach. (See "**New Initiatives: Hunter Seminar.**")

First-Year and Transfer Programs (Advising and Academic)

► **Freshman Orientation and Advising** (Student Services)

Freshman orientation consists of two days at Hunter College, and offers new students an invaluable opportunity to connect with their peers and Hunter personnel. The first day is a required advising and registration session that focuses on the block program, advising services, registration, ICIT (Hunter email, CUNY Portal), and public safety, as well as an information session for parents. The second day is strongly encouraged, but optional, and features community development activities; workshops about college skills, college resources, and success strategies; and a student club fair. In 2007-2008, approximately 89 percent of the Class of 2011 attended the first day, and 42 percent, the second day. Student Services schedules orientation and advising sessions from early May through late August.

► **Academic Success Coaching for Freshmen and Transfers** (Student Services)

This program is geared toward new students whose first semester at Hunter resulted in grade-point averages (GPAs) of less than 2.0. Students meet individually with trained college assistants for three sessions, which explore the circumstances that contributed to their poor academic performance, completion of the Learning and Study Strategies Inventory (LASSI), and formulating goals and strategies for future academic success. Sixty-nine percent of the students who participated in the spring 2008 pilot completed the program, and the future performance of this cohort will be tracked throughout the coming academic year.

► **Transfer Student Orientation and Advising** (Student Services)

To increase the potential for a seamless transition to Hunter, the revised transfer student orientation events incorporate small group and individual advising, registration, college resources (faculty advisors, electronic degree audit tool), success strategies, as well as opportunities to connect with other new transfer students and Hunter personnel. In 2007-2008, 2,398 new transfers attended the scheduled events, and 90.4 percent evaluated the program favorably. An overwhelmingly positive response to a pilot program in spring 2007 has resulted in the launch of an optional second day event specifically designed for the needs and interests of new transfer students.

► **Transfer Student Network/Transfer Student-Faculty Week** (Student Services)

The Transfer Student-Faculty Week is scheduled every semester, and it provides crucial follow up to the initial transfer student orientation. Faculty and professional advisors respond to student questions about selecting and declaring the major and minor; offer advising and program planning assistance; and discuss

transfer credit evaluations. In 2007-2008, 700 students participated, with 98 percent reporting satisfaction with the events.

► **Convocation (A&S)**

The School of Arts and Sciences coordinated convocation for new freshmen in fall 2007, with approximately 51 percent of the Class of 2011 in attendance. The program was well received by students and faculty, and will be repeated in fall 2008.

► **Freshman-Year Block Program (A&S) and Linked Courses (Academic Affairs)**

Block programming is offered to all (1,700+) incoming freshmen. Each block is anchored by the New York theme and is comprised of at least four courses: English composition, the general education theme course, another general education course, and the Freshman Seminar at Hunter (FYSH). (Effective fall 2008, mathematics courses have been scheduled in the blocks.) As in the past, freshmen supplement their academic programs by registering for additional, non-block courses.

Inspired by the success of such initiatives at other colleges and universities, including those within CUNY, Hunter intends to link two courses within each block to increase the potential for student success. Funding for co-curricular activities will again be available to block faculty, with additional incentives for those full-time and adjunct faculty who teach linked courses. (See "**New Initiatives: Linked Courses.**")

► **First-Year (Freshman) Seminar at Hunter (FYSH) (A&S)**

Building on the New York theme of the block program, FYSH has identified Junot Diaz's *Drown* as the common reading, and the School of Arts and Sciences has invited the author to present the FYSH lecture in fall 2008. Arts and Sciences is again seeking **CUE** funding for adjunct support, guest speakers, and complementary events in support of the FYSH.

► **Transfer Student Seminar (Student Services)**

Inspired by the success of the freshman seminar, an assessment of student performance, and discussions with student leaders, the college piloted a transfer student seminar in spring 2008. The outcome was not as successful as desired, and the seminar will be revised for a second pilot in spring 2009.

General Programs (Advising and Academic)

► **Academic Planning/Peer Advising Program (Student Services)**

Because Hunter enrolls more than 15,000 undergraduates, the college relies on specially trained peer advisors to assist professional advisors during peak registration periods. **CUE** funding for this program increases the number of undergraduates who receive one-on-one advising. During the current academic year, more than 1,200 undergraduates have sought program planning advising from Hunter's peer advisors.

► **"Advising on the Go" Initiative (Student Services)**

During 11 weeks each semester, four peer advisors and one professional advisor provide basic advising services in highly trafficked areas on campus. The staff uses laptops to guide students through eSIMS, the newly operational DIG (Degree Works) audit, and the recently expanded Advising Services web site. Since its launch, "Advising on the Go" has enjoyed considerable success among Hunter undergraduates, often attracting those who never have time to schedule an office appointment. In fall 2007, 62 percent of the 613 students who took advantage of "Advising on the Go" reported that they had not met with either a faculty or a professional advisor in one year.

► **Student Athlete Academic Support Program (Student Services)**

Because competition and practice schedules often prevent student athletes from taking full advantage of Hunter services, professional staff and peer advisors offer workshops (general college requirements, policies, program planning, study skills, major/minor exploration and declaration, interviewing skills, financial aid information) at preferred times.

► **Sophomore/Undeclared Major Initiative/Faculty Advising Week** (Student Services)

Professional advisors introduce undeclared sophomores to special programs (e.g., Thomas Hunter Honors Program, internships, study abroad) and review general college requirements and program plans. Faculty advisors provide pre-major advising and major declaration approvals. Career planning sessions for this cohort group also occur during this week.

► **Senior Year Network** (Student Services)

Designed to improve Hunter's graduation rate, this **CUE**-funded initiative combines advising and career development resources. Specialized services and support programs target Hunter's nearly 4,500 undergraduates who have earned 90 credits or more. By linking the current academic and intellectual pursuits of seniors to actual career options, the professional advisors and career counselors will convince students that graduation and a gratifying career are attainable.

Summer and Winter Programs

► **The Hunter Summer Advantage (Pre-College) Program** (Academic Affairs)

Collaboration among diverse departments has been essential for the Summer Advantage Program, particularly as the college implements 1) a long-term plan to address rising Compass and SAT requirements for Senior College readiness; 2) more integrated reading and writing assessment, per Middle States and the **Mellon Project**; and 3) the Campaign for Success. The summer programs benefit from a new orientation module, Blackboard technology, library access and support, and a series of workshops on academic success issues organized and delivered by Student Services.

Reading, Writing, and ESL

Hunter's Summer Advantage Program in reading and writing focuses almost exclusively on ESL and SEEK students. While the aim of the program is to prepare students for the ACT and success at Hunter, the long-term priority of the program is the development of college-level English competencies. Continued registration in the college's ESL sequence is a possibility for students enrolled in the Summer Advantage Program.

- In 2007, 63 percent of the continuing students enrolled in the **month-long program** in June passed the ACT "final examination."
- In 2007, 47 percent of the freshmen enrolled in the **six-week program** in July-August passed the ACT "final examination."
- In 2007, a **six week pilot** in July-August for transfers from international institutions with more than 45 credits was offered. All participating students matriculated at Hunter in fall 2007, and the program will be available in 2008.

Mathematics

Hunter's Summer Advantage Program in mathematics is delivered by faculty and overseen by the Dolciani Mathematics Learning Center. The courses/workshops are student-centered and provide extensive tutoring support.

- A **month-long** Pre-Math 101 workshop for 100 continuing students is offered in June.
- A **six-week program** Pre-Math 101 workshop is offered in July-August. In 2007, 94 percent of the students who were not senior college ready passed the COMPASS test at the conclusion of the program.
- In 2008, a **six-week pilot** that combines the Pre-Math 101 workshop and the Math 101 course will be offered.

► **Winter Immersion Program** (Academic Affairs)

Hunter College continues to offer immersion classes and workshops in reading, writing, ESL, and mathematics during January. The college's Dolciani Mathematics Learning Center and the Reading and Writing Center provide intensive support for the students enrolled in the Immersion Program.

Teaching and Learning

The Offices of the President, Provost, and Dean of Students are coordinating numerous initiatives—funded through CUE and other sources—to promote excellence in teaching and learning.

► Mellon Project

Among the Mellon Project's priorities for 2008-2009 are:

- increasing faculty engagement in curricular—particularly cross-curricular—design, development, and delivery;
- attracting full-time faculty to general education courses;
- integrating part-time faculty in the academic community; communicating the goals of general education and the nature of the requirements to all campus constituencies; and
- recreating the “signature” of Hunter’s general education through a pilot to seed a “Hunter Seminar.” (See “**New Initiatives: Hunter Seminar.**”)

► Academic Support Centers/Learning Centers (Academic Affairs)

CUE funding is essential to the ongoing efforts of Hunter College’s academic support centers: the Reading and Writing Center, the Dolciani Mathematics Center, the Physical Sciences Learning Center, the Social Sciences Computing Center (multi-disciplinary lab), the Biology Socrates Center, and the Chanin Language Center.

Chanin Language Center and Specialized Tutoring/Recitation Programs in Departments

CUE funds assist with tutoring efforts in the Chanin Language Center (Classical & Oriental Studies, German, Romance Languages) and with recitations through several departments, *e.g.*, Romance Languages, German. In fall 2007, Chanin reported 28,329 individual visits by students and 2,581 students used the Chanin Language Lab in the same semester.

Dolciani Mathematics Learning Center

Because mathematics remains a challenge for many Hunter students, **CUE** funding supports, or supplements, a number of programs, including:

- **Pre-Math 101 Workshops**, which are conducted 63 hours per week during fall and spring as well as in the summer and winter. In fall 2007, the completion rate was 92 percent; 214 students are enrolled in spring 2008.
- **Pre-Math 101 Workshop/Math 101 Pilot** (See “Summer and Winter Programs.”)
- **Tutoring** is available through the Dolciani Mathematics Learning Center. **CUE** funding enables the center to offer expanded **drop-in tutoring** support for freshmen courses in the math sequence, as well as for statistics.
- **CUE** funding supports expanded tutoring on Saturdays during the fall and spring semesters. Attendance averages 125 students per Saturday.
- The center offers **problem sessions** for MATH 100, 125, 150, 155, and STAT 113. In fall 2007, 620 students attended, but more than 1,270 students have done so as of 15 April.
- **Mathematics advising** has been increased at all freshmen and transfer **orientation** sessions.

Physical Sciences Learning Center

The Physical Sciences Learning Center provides tutorial support for over 400 students per semester in physics, astronomy, and chemistry. In 2007-2008, **CUE** funded a **pilot program** to improve success in gateway courses: Physics 110, 111, 120, and 121. The Physics 110/120 track served a population of about 250 students in fall 2007 and an additional 230 students in spring 2008. The initiative includes workshops (Saturday mornings and evening sessions). As a result of the pilot, different formats and support structures, as well as curricular revision, will be introduced in the 2008-2009 academic year. This work, with support from **CUE**, will continue to be advanced in 2008-2009.

Reading and Writing Center

The Reading and Writing Center is a comprehensive service for the entire college community, offering tutorial and computer-assisted instruction to students and technical support and development to faculty and staff. In collaboration with the Office of the Provost and the Department of English, the center participates in the college-wide discussion and implementation of WAC and WID. In 2007-2008, the center also contributed to the CUNY Proficiency Examination (CPE) initiative. A college-wide CPE committee reviewed policy, practice and data, implemented new measures to increase show and pass rates, and established a faculty development team, which is targeting key courses that traditionally contain many students ready to take the CPE. Show rates have increased more than 20 percent, with Hunter's pass rates remaining high. The college plans to continue this initiative in 2008-2009.

Social Sciences Computing Lab

The Social Sciences Computing Lab serves the instructional and research computing needs of various social science departments: anthropology, economics, history, political science, psychology, sociology, and urban affairs & planning. **CUE** funding contributes to tutoring services offered at the lab.

Socrates Center (Biological Sciences)

CUE funding contributes to the successful operation of the Socrates Center, a multimedia learning and tutoring center that serves more than 800 biology majors and non-majors each term. The center is a quiet place to study, connect with other students, and use computers, audiovisual, and printed resources. In addition, the BIOL 100/102 instructors conduct their office hours in the center.

► **Faculty Development Programs to Enhance Teaching** (Academic Affairs)

CUE funds some of the work of Hunter's Center for Teaching and Learning, which offers workshops, panels, and one-on-one support. In collaboration with the Mellon Project and Hunter's technology initiative, the Office of the Provost augments other faculty development efforts, such as the purchase and distribution of teaching materials, workshops, and assessment. Funding also contributes to the support of the graduate teaching fellows.

► **Mathematics and Statistics** (Academic Affairs, A&S)

Analysis of student performance, curricular choice, persistence and graduation, coupled with extensive discussions with and among faculty, has led to the widespread consensus that mathematics instruction, pedagogy and support is a college priority. Activities assisted and supported by **CUE** will include:

- **tutoring** as an integral part of Math 101
- **diagnostic pre-testing** for pre-Math 101 and 100-level mathematic courses, which yields essential information for assessment, curricular and testing review, and as a basis for gauging student support needs
- **faculty development** days and workshops
- **online resources** (maintenance and development of study skills and review materials)

Assessment

The college continues to promote assessment—articulated goals, identification of measurable outcomes, systematic collection and analysis of data, scrutiny of current and proposed projects and policies—as it applies to undergraduate education. In evaluating assessment efforts and project performance in the 2007-2008 academic year, Hunter acknowledges that more must be done to establish a “culture of assessment” within the college community. To this end, Hunter seeks funding for the NSSE and CIRP; and for supplemental support for research on curricula, student success, and student decision-making, which informs resource allocation for campus-wide initiatives.

Principal assessment plans for the coming academic year include an intentional focus on specific student cohorts, periodic reviews of Hunter's "vital signs," and promotion of assessment among all academic and administrative offices. To exploit the potential of its 2008-2009 CUE initiatives, the **Office of the Provost** will demand greater coordination among projects and quarterly assessments of all funded initiatives. This

dissemination of information and the collection of periodic status reports will promote progress and accountability.

New Initiatives

► **Hunter Seminar** (Academic Affairs, Mellon)

The **Mellon Project** steering committee seeks to identify appropriate entry-level writing experiences that meet student needs and interests, and to create a program that allows students to incrementally develop skills. A faculty taskforce is exploring a variety of approaches to what we are calling a “Hunter Seminar.” This might take several forms according to the target audience, *e.g.*, a seminar for freshmen, a seminar for transfers with less than 45 credits, a capstone experience for seniors.

With a combination of funding from **CUE** and the **Mellon Project**, Hunter seeks to develop several versions of the “Hunter Seminar” for a spring 2009 pilot. One version will be a science seminar for non-science majors, *i.e.*, students whose potential majors are not in the traditional sciences; and the second will be a cross-curricular, campus-wide themed seminar that unites upper-level courses for entering transfers and students with 15-45 credits.

► **Linked Courses** (Academic Affairs)

Inspired by national research and reports by other colleges, including CUNY’s Baruch College, Hunter’s provost has made plans to reinvigorate the Hunter Block Program by linking two courses within a select number of the existing freshman block sections. To promote this “learning community” initiative, the Office of the Provost intends to offer incentives to full-time faculty teaching the “anchor” course in the block section and to the adjunct faculty assigned to the composition course (ENG 120 or ENG 220). In addition to the incentives, co-curricular funding will be made available through the Presidential Initiatives to Increase Student Engagement. Preparation will commence in May 2008, and the Office of the Provost will assist in the training of participating Block Program faculty to ensure that everyone possesses a clear understanding of the desired outcomes prior to the fall 2008 semester. A Blackboard dedicated to this project will be launched during the summer, and will provide opportunities to exchange ideas, to explore new directions before and throughout fall 2008, and to assess the pilot.

► **Hybrid (class/online) Anatomy and Physiology Course** (Academic Affairs)

BIOL 120-122 Anatomy and Physiology I and II form a year-long sequence that serves as a pre-requisite for up to 450 students each term. Required for those who want to enter nursing, physical therapy, physician assistant programs, and other health science fields, this large traditional lecture/lab sequence faces specific academic challenges:

- Students come from diverse backgrounds with different levels of preparation; academic foundation is highly inconsistent.
- The large-lecture structure makes it difficult to track student progress.
- A large-lecture format makes it impossible to accommodate different learning styles.
- Student engagement with learning materials is often compromised by the current passive arrangement of lecture delivery.
- Lab work is a microcosm of lecture with graduate teaching assistants (TAs) providing lecture with standardized pedagogy and rigid and inadequate time limits.

In the past ten years, technology (software, electronic resources, web platform) has enabled learning through individually paced, student-centered modules for a significant portion of A&P course content. With **CUE** support, the college intends to redesign A&P to improve faculty/TA productivity, enhance student learning, and increase long-term retention of material by students. Web-based technology will enable students to:

- diagnose, direct and evaluate learning for 25 percent of both lecture and laboratory topics that are currently taught through traditional, non-web-based approaches; and

- review and retain A&P concepts for later course work.

To achieve these goals, a typical week for the selected topics will consist of a single lecture that offers an overview of the topic and motivates students to engage the material through instructional technology on their own. Online homework problems will include diagnostic material to direct students to appropriate textbook materials and computer-based tutorials. Tutorials will offer students a choice of pathways that enable them to learn and review according to their unique needs. Discussion sections will be structured to ensure that students have attempted to answer questions ahead of time. Students will have the opportunity to improve their homework scores by redoing the assignment after discussions with the TA and other students. Finally, quizzes will test students' mastery of concepts each week and provide rapid feedback to students about their performance.

The redesigned structure will require the coordinating faculty member to supervise TAs more closely and to develop content modules usable by all sections. By focusing the pilot project on the second semester of a year-long course, the college will be able to assess the impact of the hybrid course in a controlled experiment by comparing student performance in the hybrid course (spring 2009) with the same student performance in the conventionally taught fall 2008 semester. If the pilot project is successful, the goal will be to expand web-based instructional technology to approximately 50 percent of lectures and labs during both semesters and to create a model for other lecture/lab courses.

CUE at Hunter College: 2008-2009

Unit	Program	Impact/Numbers	Allocation
A&S Dean's Office	convocation	800+ students	8,000
A&S Dean's Office	First-Year Seminar at Hunter (FYSH) support	1,700+ freshmen	130,000
Biological Sciences	Socrates Center (tutorial program and study group area)	800+ students per term	10,000
Chanin Language Center	language tutorial program and language lab	1000+ students per term	10,000
Economics	MAC Initiative: gatekeeper recitation sections	1000+ students in sections run by doctoral students	50,000
English	faculty development	ENG 120, 220, and ESL faculty / 2,600+ students per term	25,100
English	advising support	college assistant to coördinators and department chair	15,600
English	ESL workshops (January 2009)	ACT prep for continuing ESL students	7,260
Mathematics	combined Pre-Math 101 workshop/Math 101 course pilot	preparation for increase in required math score in spring 2009	9,300
Mathematics	Dolciani Learning Center Pre-Math101 workshop (June 2009)	250+ continuing students	12,672
Mathematics	Dolciani Learning Center math tutorial program	2,000+ students per term	99,600
Mathematics	grading support for gatekeeper courses	support gatekeeper courses (100-level)	1,050
Mathematics	analysis of student performance in gatekeeper courses	statistician	5,000
Physics	Physical Science Learning Center (tutoring program)	400+ students per term	10,000
Physics	gatekeeper course support	800+ students	27,500
Provost	Dolciani Learning Center Pre-Math 101 workshop (July 2008)	200+ new students	10,400
Provost	Hunter Summer Advantage in math (July-August 2008)	160+ new SEEK/non-SEEK students	23,600
Provost	New Initiative: Linked Block Program Courses	faculty development and coördination / 1,500+ students	20,000
Provost	New Initiative: Hybrid Anatomy & Physiology	course development and support / 450+ students	10,000
Provost	CUE Research (CIRP / NSSE, MAC, WAC, WID, etc.)	fees, graduate assistant, external consultant	21,250
Provost	Hunter Summer Advantage (ESL, reading, writing)	coordination and support	70,000
Provost	CUNY Proficiency Examination (CPE) Initiative	coordination, outreach, faculty development and workshops	5,900
Provost (& Mellon Project)	New Initiative: Hunter Seminars	course development / 150+ students	15,000
Provost (& Mellon Project)	WAC and WID (English, Reading and Writing Center)	faculty development, curriculum analysis and development	17,500
Psychology	MAC Initiative: psych-stat course	support, assessment, faculty development	5,500
Reading & Writing Center	ESL tutorial support (January 2009)	ACT prep for continuing ESL students	1,225
Romance Languages	specialized foreign language recitations	80+ students per term	5,000
Social Sciences Computing Lab	tutoring support	200+ students per term	5,000
Student Services	orientation and advising programs for freshmen	peer advisors, materials / 1,700+ freshmen and 3,000+ transfers	35,000
Student Services	academic success coaching for freshmen, transfers, athletes	CAs, peer advisors, materials / 2,000+ students	8,100
Student Services	orientation and advising programs for transfers	peer advisors, assistant, and materials / 2,400+ students	50,400
Student Services	Academic Planning/Peer Advising Program/"Advising on the Go"	peer advisors and materials / 2,000+ students	28,350
Student Services	Sophomore/Undeclared Major Initiative/Senior Network	peer advisors and materials / 4,000+ students	25,000
total			\$778,307

